Qwest Foundation for Education
Competitive Sub-grant Proposal Assurance Sheet

Project Title: Getting iNTouch With History Amount of Request: $ 9745.34

Name of Certificated Teacher (or "lead teacher" if more than one): Melinda Harris

Name of School currently teaching at: Preston Junior High School

District Name: Preston School District District Number: 201

Total number of teachers involved (if more than one): _____

Approximate number of students impacted: 160 Grade level(s) impacted: 8

Content area(s) impacted: History

I certify that if I receive a Qwest Foundation for Education Grant –

- **I agree to create a 5-minute video highlighting my project for the purposes of sharing best practices with other Idaho K-12 teachers.**
- **I agree to do one presentation on my project to other Idaho K-12 teachers before October 31, 2011.**
- **I agree to submit an electronic report to the Idaho State Department of Education before October 31, 2011.**

Superintendent Name (print)	E-mail	Telephone
Dr. Barbara Taylor	barbara.taylor@preston.k12.id.us	(208) 852-0283
Signature: Barbara Taylor		
Principal Name (print)	E-mail	Telephone
Lance Harrison	lance.harris@preston.k12.id.us	(208) 852-0751
Signature: Lance Harrison		
Teacher or Lead Teacher Name (print)	E-mail	Telephone
Melinda Harris	melinda.harris@preston.k12.id.us	(208) 852-0751
Signature: Melinda Harris		
Technology Director (print)	E-mail	Telephone
Layne Harris	layne.harris@preston.k12.id.us	(208) 852-0280
Signature: Layne Harris		

Submit one digital copy (PDF format) of your proposal by November 19, 2010 via e-mail to:

Jimmy Takata
jtakata@sde.idaho.gov
208.332.6937

***Only one PDF file per teacher applicant will be accepted (this includes the Assurance Sheet).** Faxes will not be accepted.

Abstract

Summary

Imagine a classroom where students have the ability to view videos, podcasts and research past and current events; where students are not just passive learners, but are creating visual summaries of their learning and are informed enough to participate in class discussion and group creation of products such as podcasts and news reports. Imagine a classroom where students are actively contributing to information gathering and dissemination; where students are reading and evaluating primary sources which include political documents, paintings, letters, journals, and speeches; and where each student feels he/she is an important contributor to the classroom and to his/her education.

I dream of a classroom where students are developing an awareness of their civic responsibilities and their Constitutional rights and responsibilities; where students are becoming strong citizens able to help keep democracy alive; and where students want to study history to learn how to change the world. "*History should be studied because it is essential to individuals and to society, and because it harbors beauty*." *(Why Study History?* Peter N. Stearns)

There are wonderful resources available on the Internet, but my students are not able to use these resources because of our very limited access to a computer lab. I want to create a classroom where my students can experience innovative approaches to the study of history, government, and civics and to integrate familiar yet enhanced technology methods. I wish for a classroom where my students are hungry to find out about the past and have the knowledge necessary to create a positive future.

Problem

Much of the Idaho Content Standards for U.S. History I deal with government and civic education issues. In John Patrick's paper *Improving Civic Education in Schools. ERIC Digest* he says, ''*Researchers have found strong relationships between knowledge of democratic principles, processes, and institutions and (1) propensity to vote or otherwise participate in political life, (2) orientation to political tolerance and political interest, and (3) competence in cognitive and participatory skills of democratic citizenship, such as the capacities to analyze public issues and to cooperate with others in a group project* (Galston 2001, 223-226)."

According to a report written by the U.S. Department of Education, "*Public knowledge of government and civic life has long been considered central to the endurance of the United States as a democratic republic. Thomas Jefferson held that an uneducated citizenry was a contradiction in terms. John F. Kennedy, recalling the old saying that the course of civilization is a race between catastrophe and education, insisted that in a democracy such as ours 'we must make sure that education wins'*." I want to insure that education wins in my classroom.

We do not have a textbook for our 8th grade U.S. History I class. Research is necessary for my students to understand current issues, understand experiences of past generations, and to develop opinions about today's issues. Due to our large class sizes and limited resources and facilities, library time is not available for social studies; that time is reserved for our English classes. Our school has two computer labs and thirty-one teachers who want to use them. Because social studies is not tested through the ISATs, these labs are dedicated to our English, math and science classes. It is a fight to get computer lab time. Our district technology funds are becoming more and more restricted and I feel I am e becoming more and more restricted in the types of experiences I am able to offer my students.

Solution

With class sizes becoming larger and budgets becoming smaller, it is important to get the most for our money while still finding technology that will meet the needs of the 21st Classroom and our technologically advanced students. It is for this and numerous others reasons I would like to purchase an Apple iPod Learning Lab with 20 iPod touches, 20 iPod splitters, three iPads, and one MacBook Pro for my 8th grade classroom. The total cost is $9745.34.

This equipment will be used for student research, learning, and production. As more and more classrooms begin to use iPod touches more software developers are producing educational apps. These applications open numerous possibilities for my U.S. History classes. iPod touch is at the forefront of technology. It is a device that is cheap, when compared to other devices, yet able to provide the user with numerous applications. For instance, it has the ability to store PowerPoint, Word and other documents, show podcasts, videos, and interact with websites. These devices will allow for research, study, and production without the use of a computer lab.

Current Innovation

I am very fortunate. In my room I have a projector, SmartBoard®, document reader, eInstruction® Student Response System (clickers), and a desktop computer with three Xtenda® box workstations connected. I use these tools everyday to teach and provide activities for my students.

Using the SmartBoard software, Notebook, I create interactive activities for my students. For instance, while reviewing the State Content Standards for geography students viewed maps and identified parts of maps by moving labels on the SmartBoard. I arranged for the students to go to a computer lab where they completed two activities on the NatGeo site which I "tweaked" to fit my objectives. Because of my large classes and limited computers, some students were working in groups of five and six. This made it almost impossible for students to gather around one computer and effectively contribute. However, those who were able to work in smaller groups found the assignments to be interesting and challenging. The following day students took a quiz using the "clickers". This allowed for immediate feedback and re-teaching of concepts associated with missed questions. Except for computer lab time, this is a typical day in my classroom.

On days and weeks that we are unable to schedule lab time we complete computer activities either as a class, or small groups may go to the back of the room to work with the classroom computers. The tools I have in my room have turned me into a much better teacher and student involvement has definitely increased. Students are saying they are "starting to like history and are learning a lot".

However, notice, I am the active learner. My students are much more passive. I research the information. I create the activities and products. I learn a lot. This is not the type of classroom I want to settle for. My students deserve more.

I have tried to have my students work at home researching and creating products which I hoped would involve more research, creativity and innovation. For some students, this has been successful. Students have produced videos, PowerPoint presentations, and taught the class what they have learned. However, many of students do not have computers or the Internet. There are over 600 students attending Preston Junior High. 55% of our students qualify for free or reduced lunch. School is the technology hub for many of the students.

I teach other teachers how to use technology tools in their classrooms. I have presented at conferences for the Albertson's Foundation, when they were active in Idaho. Students in my room have created movies centered on historical periods using Green Screen technology. I was the first public educator in Idaho to receive and use the "clickers". I serve on our district technology committee and help other teachers with troubleshooting and software use. Our district received a grant for technology and inservice last year. I will be one of the teachers who will be giving inservice.

I am interested in bringing iPod touches into the classroom because of the lower cost, student familiarity with and interest in the technology, and production. Classrooms already using these tools say the students are more willing to do research using the iPod than a netbook or computer. "*In a history class the students had passed out the iPods and started the research within 2 minutes of the teacher asking them to begin. For the most part the students preferred the iPod Touch to the older PCs in the classroom for the research they were asked to complete*. "(Wormbog, March 26, 2010, *iPod Touch: Internet Research*). One theory behind student preference is that this new generation feels more comfortable with "pocket technology". According to *iPod Touch Research Report* (Nov. 2008) conducted in Australia, "…*children today use mobile portable devices as a matter of course in their lives outside school. While the gap between technology devices used in everyday life and those used in schools continues to widen*…" I would like to close that gap and incorporate technology my students are interested in using.

I am anxious to use podcasts, wikis, and movies but I need to have hardware available in my classroom for my ideas to come to fruition. I am ready and willing to learn more which will enable me to bring new experiences to my students.

I have been using an iPod touch for personal use for three years. I am familiar with the possibilities for my classroom. The App Store has many free applications written specifically for the classroom. My research has shown additional opportunities for creating and writing applications specifically for individual classroom needs. Our district technology director has fourteen years experience as a computer programmer. I have spoken to him on numerous occasions, and he has indicated his full support for this project and his willingness to assist. I also have a colleague from Reno, Nevada whose classes are using this technology. She will be a great resource when I need additional support.

Project Proposal Narrative

The U.S. Department of Education lists its goals for the use of technology in the classroom to: *… improve student academic achievement through the use of technology in elementary schools and secondary schools. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.*

These are also part of my goals for my classroom. With the implementation of *Getting iNTouch with History*, I will be supporting increased technological literacy while my students are learning history, government and civics.

Project Description

Project Use

Students will begin by working in pairs or small groups. Research shows that learners remember more and are better prepared to enter the workforce if they work collaboratively. Flexible pairing will enable me to create any type of small group where differentiation of instruction and learning will be provided to meet the needs of each student. (Ford, M. P. (2005). *Differentiation Through Flexible Grouping: Successfully Reaching All Readers*.) Grouping will be changed as needed.

All lessons I have developed will be revised to integrate the iPod touch devises. Of course, new lessons will incorporate their use. Due to page constraints, I will not attempt to go through a year's worth of lessons plans. However, I will explain a few of the general ways I anticipate using the requested technology. The three iPads will be used when iPods are used. They will be available for students with poor eyesight or those who are developmentally delayed or disabled.

To begin the day students will be able to report on important historical events with Today in History and also discuss newsworthy daily events through the use of applications and websites.

As anticipatory sets, we can listen to podcasts and readings with graphic organizers to complete. Student teams will be given a specific amount of time to complete the podcasts and the graphic organizers. One advantage students who struggle will get by using this technology is the ability to rewind and review as needed. Differentiation of instruction and learning is possible for both the high and low achiever by using different levels of podcasts or readings. I can give the more capable learners podcasts or readings which go into deeper detail or are at a higher level. The classroom has the potential to truly meet the needs of more students.

We will also be able to use sites like Hypocampus.com where students will be able to read and watch short overviews of the time period we are studying. Once again students who need more time will be able to spend that time instead of being rushed through with the rest of the class.

During instruction, presentations are displayed using the classroom projector. Students will be able to follow along using their iPod. I like to include hyperlinks and have students come to the board to activate the link and read the information. Students at their desk will now be able to do the same thing. I anticipate that more students will be involved with the lessons, especially those students with various degrees of ADHD, the passive/aggressive learners and learners with other disabilities.

During independent and guided practice, students will research, read articles, and interpret documents. The study of history cries for the use of primary source documents. Using sites such as www.constitution.org or www.archives.gov , we will be able to access documents without the need to print them. Students may copy and paste information important for us and create notes for study using a word application.

Project based assessment is big in my history classes. This type of assessment allows for more realistic preparation and transition into the real world workforce where the employee is evaluated on what is produced, not tested on his/her knowledge. It is important to research and create to understand history and gain a love for the past and recognition of its importance in our present and future. Using the iPod touch technology I plan to have students create movies and podcasts. A project we are looking forward to is interviewing citizens on the street concerning history and government. I anticipate using questions from sample citizenship tests available online. After students get permission they will video the interview. They then return to the classroom to create a video of their interviews. More students will now be able to participate because of the additional video capabilities. The assignment has the potential to be taken to an entirely different level.

Project Proposal Narrative continued

In my research I found some software with great potential. It allows for the creation of study cards. *Mobl21* software by *Emantras* allows the creation of study guides, flashcards, quizzes and numerous other types of content. It can then be pushed out to the students. The iPod can become a test review device in addition to all of its other possibilities.

I intend to have students create podcasts and movies for each of the main historical periods that are studied in U.S. History I. These are *Three Worlds Meet – Beginnings to 1607*; *Colonization – 1607 to 1763; Revolution – 1763 to 1815; Expansionism – 1801-1861; Civil War and Reconstruction – 1850 to 1877.*

I believe the following chart may help to explain some activities I use or hope to incorporate, and the anticipated use of my existing technology and the additional requested technology based on those activities. Some activities are currently being done in the classroom and others will be added with the incorporation of *Getting iNTouch with History*.

Flexible Grouping	Activity/Assignment	Technology
Whole class	Introducing the day's activities; giving an overview of concepts; explaining or demonstrating procedures; establishing background knowledge or context	Classroom projector; SmartBoard; document camera; iPod Touch, iPad, MacBook Pro
Teacher directed	Teaching specific skills or concepts for evaluating a time period; guided practice; assessing – formative and summative;	Classroom projector; SmartBoard; iPod Touch, iPad, MacBook Pro; CPS (clickers); document camera
Student pairs and small groups	Working on collaborative projects such as videos, podcasts, wikis, reports, research papers, news-reports; following pre-recorded instructions; discussing responses, solutions, etc.; reading and evaluating documents and classroom assigned readings; co-writing; peer tutoring; self-testing and reviewing; responding to peer writing; collaborative problem solving. Evaluating music from past time periods Presenting	Classroom projector; SmartBoard; document camera; iPod Touch,iPad, MacBook Pro
Individual Student	Taking assessments; writing; reporting	Classroom projector; SmartBoard; iTouch, iPad, CPS (clickers);

"It is like imagination in your pocket". This statement was made by a third grader who participated in a pilot program using an iPod touch. I believe my students will feel the same way. I have many plans for the project, but I also expect the students will be driving much of what happens in my classroom.

Project Team Members

Although my students and I will be the main users of the equipment, the project team will also consist of District Technology Director, Layne Harris; and Principal, Lance Harrison. I will complete the grant follow-up paperwork. My classes and I will create the required 2011 video presentation.

I have been a teacher for eighteen years. I have served on the district technology committee for ten years and have trained teachers in the use of classroom technology during that time. I am confident I will be able to learn what is needed to make this a successful experience.

Layne is a knowledgeable technologist with fourteen years as a programmer and three years experience as district technology director. He will be assisting with maintenance of the equipment, instruction, tech-support, and the installation of wireless network. When I am able to obtain the software to write applications, he will assist in the writing of those programs.

Project Proposal Narrative continued

Lance has been a principal at Preston Junior High for four years and has been in education for fifteen years. He has served as an educator for eight of those years, and he has been a principal seven years. He serves on many education and community boards. He is very qualified to oversee correct use and best practices in my classroom.

Feasibility

This project is very feasible. Although the technology would be new to my room, it is not new to classrooms around the world. Throughout the world classes have had great success using iPod touches with students. I will also have outside help when I need it through the contact of Kit McBride in Reno, Nevada who is successfully implementing them this year. She will be a helpful contact for me.

Sustainability

Additional applications are being added daily for the iPod touch. They are one of the least expensive tools available for the classroom. I believe this project will help to bring additional opportunities for more labs in our district. Once teachers see how successful they can be, I believe the flood gates will be opened.

School/District Support

Preston is entering a time of a new and exciting community of learners. We are working with the IEN/ENA - Idaho Education Network and Education Networks of America to give our students opportunities for digital fieldtrips, distance learning and other opportunities. Our district strives to offer our students the best possible opportunities for learning with our limited resources. Supporting teacher's ideas and trying to help us find ways to make these ideas a reality is an important part of our district.

Anticipated Outcomes/Impact

There are numerous outcomes I anticipate for this project. Students are familiar with pocket technology and have a strong desire to use it in school. Using the applications that are available and those I hope to write to fit my classroom, students will be motivated and excited to research and learn about history. I expect that enthusiasm to bring about an increased desire to hunt for information, read documents, and create products. With additional gain in understanding and knowledge, students will be on their way to become that informed citizen the Framers believed was necessary for democracy to flourish.

I expect the community to become aware and excited about what is happening in my classroom. Additional parent participation and interest is needed from our community. I believe this is way to get some of that started. It also my hope that parents who are not yet using Internet or computers in their homes will recognize its potential and will want to find ways to bring information technology to their children.

As a teacher of a subject that is not tested by the ISAT, I feel a strong responsibility to assist my colleagues with standards by supplementing them whenever possible. Through reading of documents, maps, graphs, dictionaries, and other materials, I believe I will be helping to increase ISAT scores. I expect to see the biggest increase in our economically disadvantaged students. This is technology they would more than likely not be able to use in their homes, yet it is something they probably have wanted to use. Now they will have that chance.

I anticipate better prepared students, more technologically savvy students, and better prepared students who will lead our country.

Scope and Sequence

Goals and Objectives

The iPod Learning Lab will accomplish numerous goals: first it will allow for cost effective technology to be in the hands of my students; second it will allow for research of history through primary source documents, pictures, music and history websites; third it will aid me as I strive to awaken a desire to participate in government and civics in my students; next it will provide hardware students will use to create movies, take pictures, work with wikis and podcasts; finally it will provide a mode of instruction where students will be in charge of how fast they receive information or review information to understand and learn new concepts. To accomplish these goals the following phases will be followed.

Phase I Purchase of equipment: January – February 2011

The district technology director, Layne Harris, my principal, Lance Harrison, and I will work together to purchase the equipment. Layne and I will work closely during January and February 2011 to set up the Learning Lab. Together we will insure that applications are loaded and each iPod is working properly. Any work that will need to be done to the classroom will also be taken care of at this time.

Phase II Student Training: February 2011

To familiarize those who have never used an iPod touch we will begin by using a free dictionary application such as *Dictionary & Thesaurus* by Dictionary.com. Once everyone is feeling comfortable we will move into working with text.

During this part of the training students will learn to in-large text, highlight text, and copy and paste text. Most students are very comfortable using this type of hand-held technology, so I am anticipating a couple of class periods to familiarize students. I am also confident there will be students who will be able to take over the class to instruct everyone. Using the document reader, whole classroom direction can be given.

The next phase of training will deal with the use of the video and digital camera capabilities. Students will learn to take, edit, and use pictures.

Classroom procedures for handling, storing, and docking of devices will also be taught and developed during this time. Because I teach civics and government, we have a classroom constitution in place. We will go through the amendment process to update our constitution to include the iPod equipment.

Phase III Classroom Research and Incorporation into Daily Use: March – May 2011

After making certain everyone is comfortable and able to use the device correctly, we will begin to use applications I will have downloaded onto each device with the MacBook Pro. I will create and rewrite lesson plans as needed during this time.

Phase IV – Reflection, Reworking or Creation of Lessons: June – August 2011

At the end of the year, I will poll the students to see what they suggest I change to enhance the project and improve lessons. During the summer I will rework lessons and create new applications for the upcoming year. During the week of July 5 – 13 I am anticipating meeting with Kit McBride to discuss problems and glean from her expertise. I look forward to beginning the new school year with the devices ready and to take up where I left off during the spring.

Evaluation Strategy

Layne Harris and Lance Harrison will monitor the use of the equipment and the meeting of the project objectives. They will report to the district office and school board their opinions and our results as deemed appropriate. Lance will check routinely in the classroom to monitor teacher instruction and student use, and he will make suggestions as needed. Together the three of us will meet regularly to insure project objectives are being met.

Student opinions and suggestions will be anonymously polled to insure the objectives are being met from the student point of view. Changes will be made as necessary.

Although there will be no way to attribute changes in ISAT scores to the project, I will make my colleagues aware of what objectives I have in relation to their subjects. I will ask for their input to improve.

Budget Narrative

With the project funds, the team will purchase one Apple iPod Learning Lab with AppleCare Protection, three iPad Wi-Fi, one MacBook Pro, twenty iPod stereo headphones splitters, and additional accessories. After much research, I believe this hardware and accessories will allow me to bring into my classroom into a new technological age.

Apple iPod Learning Lab

"An Apple iPod Learning Lab provides a simple and cost-effective way to manage multiple iPod devices in the classroom. Each lab includes 20 iPod touch devices and a sturdy and secure mobile cart. The cart can store and charge up to 40 iPod devices, sync up to 20 iPod devices at a time to the same computer" (http://www.apple.com/education/labs). This lab appears to be the best way for me to care for the equipment and effectively manage applications. For a cost of $5999.00 it seems to be most effective use of funds and still buy what is necessary for the project to succeed. Many applications which are free can be easily loaded and accessed. Those that require a fee and are necessary to my project, I will purchase from my personal funds.

To protect the iPods we will purchase twenty covers. This will cost $102.65.

MacBook Pro

A Mac computer is required to work with the iPod touch devices. This laptop will allow for mobility and convenience. At a cost of $1654.95 it will meet our needs and yet be cost effective. It has the following components.

- 13-inch monitor
- iWork preinstalled
- 4GB 1066MHz DDR3 SDRM – 2x2GB
- 2.66GHz Intel Core 2 Duo
- 320GB Serial ATA Drive @ 5400 rpm
- Superdrive 8x (DVD±R DL/DVD±RW/DC-RW)
- Mini DisplayPort to VGA Adapter
- Bento 3 by FileMaker preinstalled
- Aperture preinstalled
- Accessory kit
- Final Cut Express preinstalled
- Keyboard/Mac OS – US English

iPad (3 units)

Not all students come in one-size-fits-all body. Having three iPads available for student and teacher use will allow for differences while still enabling the student to participate with everyone else. Applications, free and otherwise, will be added to these units. Each costs $499.00. I will also purchase the following accessories to aid in the use of the iPad. One of each will be purchased to save on costs except the cases and power adapters. We will need three cases to protect each device.

Dock iPad 10W USB Power Adapter $29.00
Apple iPad Case $39.00
Apple Wireless Keyboard $69.00
iPad Camera Connection Kit.....$29.00
IPad Connector to VGA Adapter $29.00

20 Y Splitter Adapters

Each 3.5mm Black Stereo Headphone Y Splitter Adapter Cable for Apple iPod touch costs $2.99 for a total cost of $59.80. Shipping is added for a total cost of $79.78. These splitters will allow for two students to work and listen to podcasts and videos. (For hygiene reasons, students will be asked to bring their own set of headphones. Splitters will be available to enable two students to use one devise.)

Mobl21 Software

This software will allow students and me to create and publish applications. These applications will be for classroom use. At a yearly cost of $49.99 per teacher plus $24.99 for the entire classroom use I feel it is worth trying. If it is successful I will pay for it out of personal funds in following years.

Budget Sheet

Material/Supplies	Quantity	Price per Unit	Total
Apple iPod Learning Lab	1	$5999.00	$5999.00
iPod Touch Skins	20	4.99	99.80
Shipping			2.85
MacBook Pro	1	1654.95	1654.95
iPad WiFi 16GB	3	499.00	1497.00
Dock iPad 10W USB Power Adapter	3	29.99	89.97
Apple iPad Case	3	39.00	119.91
Apple Wireless Keyboard	1	69.00	69.00
iPad Camera Connection Kit	1	29.00	29.00
IPad Connector to VGA Adapter	1	29.00	29.00
3.5 inch Headphone Y Splitter	20	2.99	59.90
Shipping			19.98
Mobl21 software		74.98	74.98
Grand Total			**$9745.34**